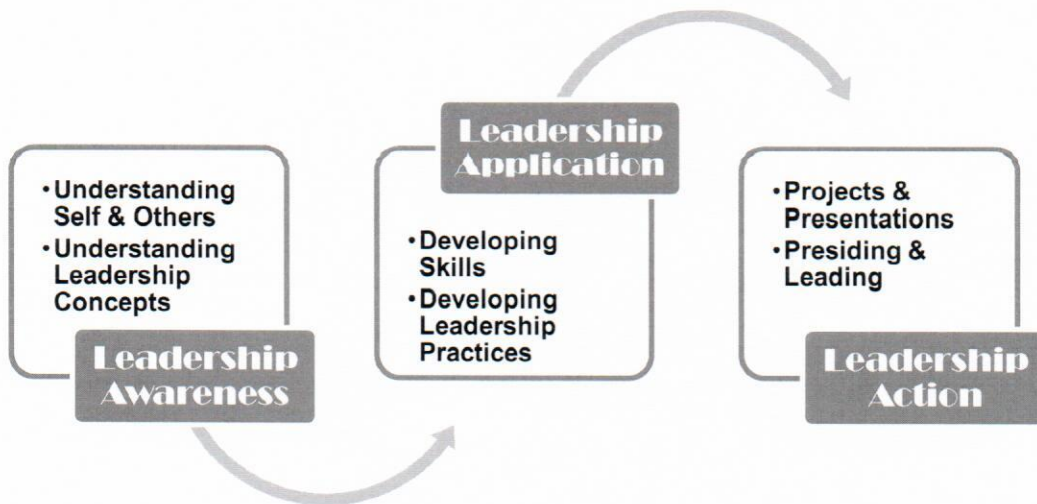


# Teaching Leadership Framework



## Leadership Awareness

### Understanding Self & Others

- Identify roles in family, class, school, community
- Utilize "Leadership Talent Scale" Instruments
- Determine personal leadership strengths and weaknesses
- Become more involved in global, entrepreneurial, health, environmental, and civic awareness

### Understanding Leadership Concepts

- Identify and explore leadership characteristics
- Develop an understanding of leadership
- Understand different types of leadership styles
- Study past and present leaders and leadership styles

## Leadership Application

### Developing Leadership Skills

- Communication & Motivation
- Taking Initiative & Setting Goals

- Setting Goals & Organizational Skills
- Problem Solving & Decision Making

### Developing Leadership Practices

- Leadership related to service
- Designing a project & a presentation
- Using committees and delegating responsibilities

## Leadership Action

### Projects & Presentations

- Learn to develop, carry out and evaluate a project
- Creating and presenting a presentation
- Become involved in all aspects of project development
- Use projects and presentations to further group goals

### Presiding & Leading

- Preside over a committee, group, club or organization
- Serve as an officer or leader of a group, club or organization
- Lead a group through the stages of project development
- Take the initiative to develop a service project



# Leadership Talent Scale

## FORM ONE

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Title: \_\_\_\_\_

How long have you known the student and in what capacity? \_\_\_\_\_

**Directions:** Please mark the following statements regarding the observed leadership talent of the student and evaluate the student using the following scale:

- 0 = Never
- 1 = Rarely
- 2 = Sometimes
- 3 = Often
- 4 = Always

- \_\_\_\_\_ 1. Volunteers for tasks.
- \_\_\_\_\_ 2. Takes charge of group situations or activities.
- \_\_\_\_\_ 3. Excels at making decisions or solving problems.
- \_\_\_\_\_ 4. Embraces new challenges and initiatives.
- \_\_\_\_\_ 5. Is well liked by peers.
- \_\_\_\_\_ 6. Influences the behavior, beliefs or actions of others.
- \_\_\_\_\_ 7. Excels in academic achievement and intellectual pursuits.
- \_\_\_\_\_ 8. Shows an interest in the welfare of others.
- \_\_\_\_\_ 9. Exhibits a natural competitive spirit.
- \_\_\_\_\_ 10. Displays an energetic drive or high levels of ambition.

TOTAL SCORE

### LEADERSHIP TALENT LEVELS

- 36-40 = Exceptional Ability
- 32-35 = High Ability
- 28-31 = Average Ability
- 24-27 = Fair Ability
- 0-23 = Poor Ability

# 10

## Introducing ME!



### GOAL

To enable students to properly introduce themselves to a group and to create a good first impression with the introduction.

### 21ST CENTURY SKILLS

- Communication & Collaboration Techniques
- Social & Cross-Cultural Skills
- Leadership & Responsibility Skills

### DESCRIPTION

Students create cards containing personal information about themselves in order to make proper introductions and good first impressions.

### ACTION

#### INTRODUCTORY DISCUSSION

Conduct a group discussion with students encouraging them to comment on the following questions:

What is a FIRST IMPRESSION?

What is an INTRODUCTION?

Guide student discussion toward the importance of making a good first impression and a proper personal introduction.

STEP #1 - Distribute index cards to students. Can use slips of paper. Ask students to list the following information about themselves on the cards. Information can be altered to better match the age of the students.

*NOTE: Can create a visual aid displaying this information for students.*



## INTRODUCTION CARD

**Your Name & Age**  
**A few hobbies and/or interests**  
**Favorite food**  
**One thing you like to do**  
**One thing you do not like to do**  
**Favorite song**

STEP #2 – Help students create their information cards. Keep students working in the group and keep students on task.

## APPLICATION

STEP #1 - Demonstrate to students how to use the cards to introduce themselves by introducing yourself using your own prepared information card.

**Modeling appropriate actions is a crucial leadership learning technique.**

Tell students to use the following tips as they make their introductions.

*NOTE: Can create a visual aid displaying this information for students.*

## GOOD INTRODUCTION TIPS

**Look at the card but do NOT read from the card.**  
**Look at the audience and make eye contact.**  
**Smile.**  
**Speak in a loud and clear voice.**  
**Speak with a commanding voice.**  
**Be proud of yourself as you introduce yourself to others.**  
**Display self-confidence and pride.**

STEP #2 – Ask for volunteers to introduce themselves. Hopefully most will volunteer, if not, draft students. Encourage students to clap after each introduction to add excitement.

## ASSESSMENT

### Debriefing

Ask students informational questions from the knowledge, comprehension, or application levels of Bloom's Taxonomy.

1. What is an introduction?
2. What is a first impression?
3. Why are first impressions important?
4. What are some of the tips you should use when introducing yourself?
5. What is a commanding voice?

### Double Debriefing

Ask students thinking questions from the analysis, synthesis, or evaluation levels of Bloom's Taxonomy.

1. When would you use an introduction of yourself?
2. Why is looking at your audience and eye contact important?
3. Why is it important to be proud of yourself as you introduce yourself to others?
4. What type of information about yourself should you include in an introduction?
5. How can a first impression make a difference in your life?

## Introducing Me!

**Name:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

My  
Hobbies

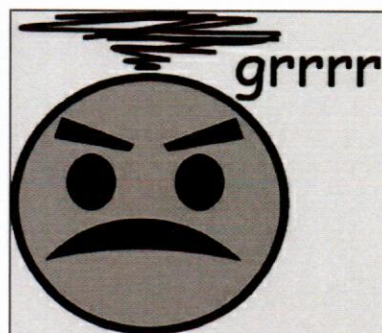
**SOMETHING I  
REALLY LIKE TO  
DO**



My Favorite Food



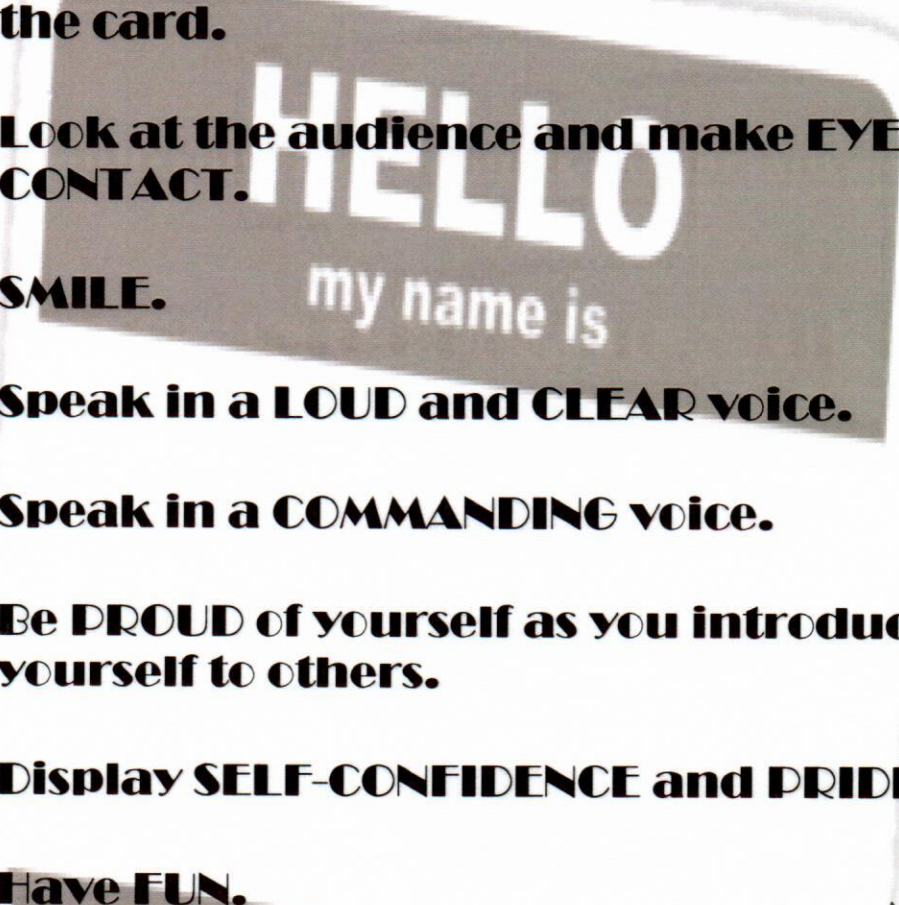
My  
Favorite  
SONG



**Something I do  
NOT like to do**



## **GOOD INTRODUCTION TIPS**

- 
- **LOOK** at the card but do **NOT** read from the card.
  - **Look** at the audience and make **EYE CONTACT**.
  - **SMILE.**
  - **Speak** in a **LOUD** and **CLEAR** voice.
  - **Speak** in a **COMMANDING** voice.
  - **Be PROUD** of yourself as you introduce yourself to others.
  - **Display SELF-CONFIDENCE** and **PRIDE**.
  - **Have FUN.**

## Leadership Listening Inventory

**Directions:** Rate yourself on the following statements using the following scale:  
5 = ME Always, 4 = ME Mostly, 3 = ME Sometimes, 2 = ME Rarely, 1 = ME Never

- \_\_\_\_ 1. I enjoy listening to people speak.
- \_\_\_\_ 2. I encourage other people to speak.
- \_\_\_\_ 3. I listen even when I do not particularly like the person speaking.
- \_\_\_\_ 4. The sex of the person speaking makes no difference in how I listen.
- \_\_\_\_ 5. I listen equally well to a friend, an acquaintance, or an unfamiliar person.
- \_\_\_\_ 6. I put away what I am doing while someone is speaking.
- \_\_\_\_ 7. I look at the person who is speaking and maintain good eye contact.
- \_\_\_\_ 8. I ignore distractions while listening to a person speak.
- \_\_\_\_ 9. I smile, nod my head and otherwise encourage the person speaking.
- \_\_\_\_ 10. I concentrate on what the person speaking is saying.
- \_\_\_\_ 11. I try to understand what the person who is speaking really means.
- \_\_\_\_ 12. I seek to understand what the person speaking is actually saying.
- \_\_\_\_ 13. I never interrupt the person speaking.
- \_\_\_\_ 14. If the person hesitates, I encourage him/her to continue speaking.
- \_\_\_\_ 15. I restate what the person has said and ask if I understood what was said.
- \_\_\_\_ 16. I withhold all judgment about the person's idea or message until I have heard all of what the person is saying.
- \_\_\_\_ 17. I listen regardless of the person's tone of voice, attitude, or choice of words.
- \_\_\_\_ 18. I do not anticipate what the person is saying – I listen.
- \_\_\_\_ 19. I ask questions to get ideas or the message fully explained.
- \_\_\_\_ 20. I ask for clarification only when I do not understand what was said.

